

How Will Satisfying Base Phase Impact Leadership Capacity

Principal Name: Tracy Strieder

School Name: Lincoln Elementary, South Bend

Principal's Email Contact: tstrieder@sbcsc.k12.in.us

Background Leading to My Inquiry (Slide 2)

The PCM process we have been immersed in this year has been quite interesting. I see having both a base and phase of Thinker plays out in my day to day interactions and activities. This means logic, organization, and responsibility are my strengths and I am motivated by recognition, efficiency, and productivity. Planning and accomplishing tasks is intrinsically rewarding as does using time productively. So the big question was, how do I use this information to be a better and more effective leader?

We know attitude is everything and a leader must be positive to create a positive school climate and culture. Could I use what I know about filling my own bucket to impact this? Could I use it to see how I remain a positive leader on a daily basis?

The Purpose of My Inquiry (Slide 3)

The first thing I noticed was that many of my personal bucket fillers are extrinsic which make them unreliable. So, how can I fill my own bucket using what I know? First, could I intentionally document when I am impacting the efficacy of others and use that data to fill my bucket? How would journaling these instances impact my capacity to lead with positivity? These were the questions I wanted to answer.

My Wondering (Slide 4)

With this purpose, I wondered how being intentional about tracking how I help others become more capable will help me lessen my stress behaviors in order to be a better leader on a day to day basis?

My Actions (Slide 5-6)

- Anecdotal journaling when events occur where I intentionally converse with someone and highlight their strengths and/or growth
- Journaling when my bucket is filled with outside recognition
- Student growth data where I can trace the movements that led to the increase
- Reflecting on my mood and how it impacts the building

- **Dec-Feb**-Journaling
- **Mar**-Data analysis and presentation prep-reading over my notes, reading between the lines, reflection on the notes as I read them, data analysis ultimately became the notes I took when and after analyzing data 😊

Data Collection (Slide 7)

- Journaling was easy, but difficult to remember-jotting notes worked best-
- Analyzing qualitative text is more difficult
- Student growth data easy to obtain and find generalizations
- Walkthroughs were a surprising data source

My Data (Slides 8-10)

Journaling:

- Initially my journaling was focused on where I helped others become more capable
- As I went along, I began also journaling my own feelings of being capable which helped me see when and where I am recharged
- I found overall that there were three things that really helped me reset to a positive mindset when stressed
 - Teachers 12-3 journaling about literacy coach 1-19 conversation with 1st grade teacher
 - Students (11-30 2 4th grade girls, 1-24 kindergartener)
 - My OCD :) (lists and video games, 2-4!)

Student data:

- Higher growth in classrooms I worked more intentionally with the teacher in (coaching, resources, etc) (1-19 teacher conversation, 1-23 K team and trust)
- Teacher efficacy increased (which filled my bucket) when I am more explicit about linking teacher actions to student data (1-19 Discipline data analysis)

Classroom Walkthroughs:

- In general walkthroughs fill my bucket because of the competency I see
- I find myself going to a bucket filling classroom before and after draining classrooms
- A face to face conversation after the walkthrough (mainly informal) filled my bucket the more than just seeing it (2nd grade teacher and kindergarten teacher notes)
- Seeing more of the desired teacher moves in subsequent walkthroughs filled my bucket the most (especially if the conversation also happened)

My Discoveries (Slide 11-13)

- First, I was surprised at how much I discovered. There times I felt I wasn't doing enough for IPLI, but data analysis gave me a wealth of information!
- I found that there were things I was already doing to fill my Base and Phase
 - Walkthroughs-more struggling classrooms sandwiched with more capable-also provided ideas
 - Looking at staff people individually and how they have grown
 - List making and video games. :)
- Even tired, I had more energy on days when I could spend all day in PLCs working with teachers, hearing summaries of what they'd been doing, and determining next steps
- When I was more charged in this way, it was a positive charge-I created more positive energy
- The charge was sometimes at home, many times from students-seeing and pointing out their capabilities is easy and natural
- This project has made me more aware when the charge occurs
- I only journaled when I had performed the action-if I could discipline myself for daily reflective journaling I would know more
- It was how I felt, what I saw, and what I did as a result of analyzing student data that really mattered
- Finding the positives has to be intentional
- Ultimately, people are more competent then they realize

Where I Am Heading Next (Slide 14)

It's been very difficult to find the time for journaling, but daily journaling would definitely benefit me

I need to give myself more permission to fill my bucket rather than seeing it as a distractor

Continue working on the rich descriptive feedback and making a point to have those face to face conversations

This was very rewarding and I discovered ways to help myself I didn't even know I was doing!

